

# W HERBERT CHAPMAN ELEMENTARY

230 Bryant Road  
Spartanburg, SC 29303

**GRADES** K-6 Elementary School

**ENROLLMENT** 450 Students

**PRINCIPAL** David Steven 864-594-4440

**SUPERINTENDENT** Dr. J. Lynn Batten 864-594-4400

**BOARD CHAIR** David W. Cecil, II 864-594-4400

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	18	51	11	0

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

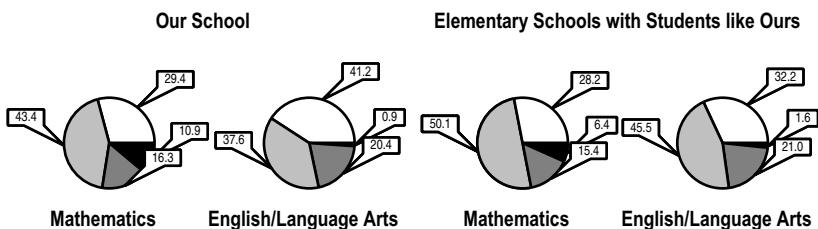
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




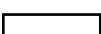
[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	33	54	12
Percent satisfied with learning environment	80.6%	74.1%	75.0%
Percent satisfied with social and physical environment	75.0%	50.9%	58.3%
Percent satisfied with home-school relations	64.5%	81.1%	58.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	250	100.0	41.2	37.6	20.4	0.9	21.3	17.6
Gender								
Male	121	100.0	48.5	34.7	15.8	1.0	16.8	17.6
Female	129	100.0	35.0	40.0	24.2	0.8	25.0	17.6
Racial/Ethnic Group								
White	96	100.0	31.8	40.0	28.2	N/A	28.2	17.6
African-American	132	100.0	50.4	33.0	14.8	1.7	16.5	17.6
Asian/Pacific Islander	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	13	100.0	41.7	50.0	8.3	N/A	8.3	17.6
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	209	100.0	34.1	40.5	24.3	1.1	25.4	17.6
Disabled	41	100.0	77.8	22.2	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	250	100.0	41.2	37.6	20.4	0.9	21.3	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	245	100.0	40.3	38.0	20.8	0.9	21.8	17.6
Socio-Economic Status								
Subsidized meals	199	100.0	44.2	34.9	20.3	0.6	20.9	17.6
Full-pay meals	51	100.0	30.6	46.9	20.4	2.0	22.4	17.6

Mathematics								
All students	250	100.0	29.4	43.4	16.3	10.9	27.1	15.5
Gender								
Male	121	100.0	36.6	34.7	13.9	14.9	28.7	15.5
Female	129	100.0	23.3	50.8	18.3	7.5	25.8	15.5
Racial/Ethnic Group								
White	96	100.0	25.9	41.2	18.8	14.1	32.9	15.5
African-American	132	100.0	35.7	40.9	14.8	8.7	23.5	15.5
Asian/Pacific Islander	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	13	100.0	8.3	75.0	16.7	N/A	16.7	15.5
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	209	100.0	24.3	45.4	18.9	11.4	30.3	15.5
Disabled	41	100.0	55.6	33.3	2.8	8.3	11.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	250	100.0	29.4	43.4	16.3	10.9	27.1	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	245	100.0	29.6	42.6	16.7	11.1	27.8	15.5
Socio-Economic Status								
Subsidized meals	199	100.0	33.1	40.7	15.7	10.5	26.2	15.5
Full-pay meals	51	100.0	16.3	53.1	18.4	12.2	30.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	62	N/A	33.9	41.9	24.2	N/A	24.2
	Grade 4	51	N/A	32.0	48.0	20.0	N/A	20.0
	Grade 5	70	N/A	38.6	51.4	10.0	N/A	10.0
	Grade 6	76	N/A	39.5	31.6	23.7	5.3	28.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	62	100.0	19.3	49.1	29.8	1.8	31.6
	Grade 4	67	100.0	42.9	32.1	25.0	N/A	25.0
	Grade 5	57	100.0	51.0	41.2	7.8	N/A	7.8
	Grade 6	64	100.0	52.6	28.1	17.5	1.8	19.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	62	N/A	45.2	43.5	9.7	1.6	11.3
	Grade 4	51	N/A	44.0	42.0	10.0	4.0	14.0
	Grade 5	70	N/A	38.6	45.7	11.4	4.3	15.7
	Grade 6	76	N/A	44.7	38.2	13.2	3.9	17.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	62	100.0	12.3	35.1	29.8	22.8	52.6
	Grade 4	67	100.0	32.1	46.4	16.1	5.4	21.4
	Grade 5	57	100.0	37.3	51.0	9.8	2.0	11.8
	Grade 6	64	100.0	36.8	42.1	8.8	12.3	21.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 450)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.9%	Down from 2.6%	3.2%	2.4%
Attendance rate	94.9%	Down from 95.1%	95.7%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	14.8%	Up from 12.6%	9.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.1%	Down from 12.7%	9.8%	8.0%
Older than usual for grade	N/A	N/A	1.9%	1.1%
Suspended or expelled	0.9%	Down from 1.0%	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	67.6%	Up from 65.7%	43.5%	50.0%
Continuing contract teachers	94.1%	Up from 85.7%	84.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.9%	Up from 85.3%	85.6%	86.2%
Teacher attendance rate	93.8%	Down from 94.3%	94.9%	95.3%
Average teacher salary	\$44,751	Down 0.2%	\$39,348	\$39,909
Prof. development days/teacher	18.6 days	N/R	12.1 days	11.4 days

School				
Principal's years at school	24.0	Up from 22.0	3.5	4.0
Student-teacher ratio	17.1 to 1	Down from 21.7 to 1	18.4 to 1	18.9 to 1
Prime instructional time	87.4%	Down from 88.1%	89.5%	89.7%
Dollars spent per pupil*	\$6,946	Down 0.6%	\$6,068	\$5,892
Percent spent on teacher salaries*	65.7%	Up from 64.3%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	78.4%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Chapman Elementary School is dedicated to the goal of helping develop persons who will be able to lead meaningful and productive lives in today's complex world through a student-centered curriculum of basic learning and an atmosphere of mutual respect.

Constructed in 1969, the school is named for Dr. William Herbert Chapman, a District 7 trustee for many years and a local Whitney Community physician. Chapman Elementary is fully accredited by the Southern Association of Colleges and Schools. The school serves grades K-6, is host to two special needs classrooms, and is a practicum site for Education majors from the University of South Carolina and Converse College.

Chapman students are provided full-day kindergarten, French instruction beginning in fourth grade, band and orchestra beginning in fifth grade, and instruction in technology using the Josten's computer lab and individual classroom computers. Programs such as Reading Recovery, school-wide Accelerated Reader, Accelerated Math (5-6), Junior Beta Club, Art Club, PE Challenges, and Student Council further enrich the school curriculum. Students may also participate in Boys and Girls Club and CAPS, our after-school academic program. Chapman school has an active PTO that supports the instructional and related Arts program and facilitates many activities for the school community. Chapman has also established a partnership with Bethel United Methodist Church. Bethel has been instrumental in providing tutors for at-risk students and aiding in several activities throughout the school year.

Chapman school takes pride in accomplishments: Reading is Fundamental (RIF 2001, 2002, 2003); EIA teacher grants (2000, 1999, 1992); Target 2000 Arts in Education grants (1991, 1989); New York Times Grant for Reading (2000, 1998, 1997); Junior League Grants (1998); Getty Education Institute for the Arts Award (1997); and School Incentive Awards (1992, 1989).

David L. Steven, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.